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ABSTRACT

In 1984, the San Bernardino Community College District (SBCCD) conducted a survey of community leaders to assess the impact the colleges in the district had on these people and to determine their opinions on college mission and performance. Prominent individuals in business, communications, government, education, and political offices were asked to name five leaders in their own communities. Surveys were mailed to the 234 nominated leaders, requesting information on personal characteristics; type of association with the district colleges; perceptions of college functions, finances, programs, and services; and recommendations for changes in the SBCCD. Study findings, based on a 52% response rate, included the following: (1) 66% of the respondents had lived and/or worked in the county for more than 15 years; (2) 60% of the respondents had attended classes at one of the district colleges, and 39% had attended non-class activities; (3) the main sources of information about the colleges were family and friends, newspapers, and direct mail; (4) respondents expressed support for a comprehensive community college mission including general education, transfer education, and job/career skills; (5) over 50% of the respondents felt the colleges were "successful" or "very successful" in general education, lifelong learning, transfer education, and job/career education functions; (6) respondents felt the colleges should offer remedial courses; and (7) respondents felt staff salaries should be competitive with the private sector. The study report includes the survey instrument and answers to open-ended questions. (EJV)

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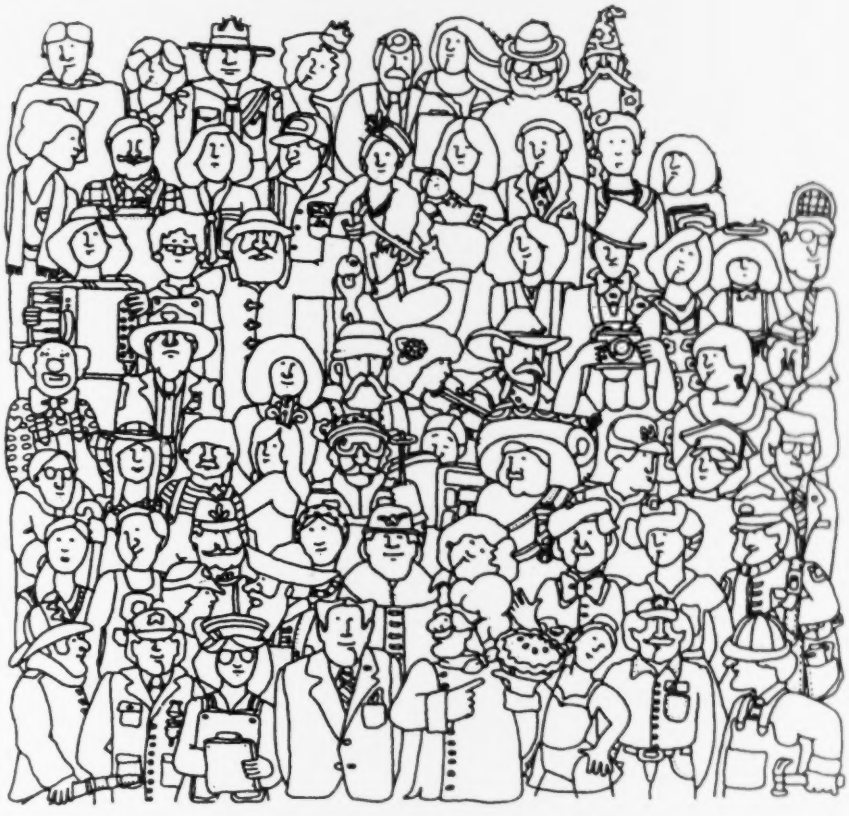
A SURVEY OF COMMUNITY LEADERS IN THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT



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September 1985

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A SURVEY OF COMMUNITY LEADERS IN THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SAN BERNARDINO VALLEY COLLEGE

CRAFTON HILLS COLLEGE

September, 1985

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COMMUNITY NEEDS ASSESSMENT

PHASE I

In 1984 the District Planning Council determined that more information was needed on the people and area we serve in order to make informed plans for the future. After examining several alternative methods for needs assessment, the Council concluded that our best course of action would be a segmental approach which would make fewer demands on limited funds and personnel.

Phase I involves a survey of community leaders to determine the impact which the colleges have on these people and assess their opinion on college mission and performance. Community leaders were selected for inclusion in the study through a nomination process. Prominent individuals in business, communications, government, education, and political offices were asked to name five community leaders in their own community. From this process 234 individuals were identified for inclusion in the study. The first mailing occurred in late May, 1985, with a second mailing to nonrespondents approximately two weeks later. In all--122 surveys were returned, a fifty-two percent response rate.

PART I

PROFILE OF RESPONDENTS

The community leaders who responded have lived and/or worked in the county for a number of years. Sixty-six percent have lived and/or worked here for more than 15 years, while only four percent have lived/worked here two years or less. Eighty-three percent are employed in--business (40%), professional positions (23%), or government related jobs (20%). The majority of respondents (53%) are employed in small businesses or organizations of

twenty-five employees or less. Seventeen percent are employed in organizations which employ more than 100 people. Sixty-four percent indicated they had a Bachelor of Arts/Science or higher degree and thirteen percent earned an Associate of Arts or Science degree.

Respondents were asked to indicate their associations with the colleges and their sources of information about the colleges. Community leaders enroll in college classes and attend non-class activities. Their main sources of information about the colleges are family and friends, newspapers, and direct mail. Tables 1 and 2 present the responses.

TABLE I

COMMUNITY LEADERS' ASSOCIATION WITH THE COLLEGES

Activity	SBVC %	CHC %
Have Attended the College	54	6
Attended Non-Class Activities	27	12
Family Member a Student	20	10
Member of Advisory Committee	5	2
Know College by Reputation Only	15	15
No Association	14	16

TABLE 2

CURRENT SOURCES OF INFORMATION ABOUT THE COLLEGES

Source	SBVC %	CHC %
Newspaper	58	36
Friends/Family	47	26
Direct Mail	43	28
Radio	15	4
TV	13	2
Other	6	5
No Information	5	8

PART II

FUNCTIONS

Participants were asked to examine seven college functions from three different perspectives. These functions are general education, job/career education, transfer education, lifelong learning, basic skills, student support services, and cultural/recreational/special interests.

The first exercise involved checking those functions which were considered to be appropriate for community colleges. Table 3 illustrates the results and clearly demonstrates support for the comprehensive mission with little difference between general education, transfer education and job/career skills.

TABLE 3

APPROPRIATE COMMUNITY COLLEGE FUNCTIONS

FUNCTION	%
General Education	98
Transfer Education	98
Job/Career Education	97
Lifelong Learning	92
Student Support Services	84
Basic Skills	77
Cultural/Recreational	71
Other	9

The second task involved ranking the function by priority. This proved to be more difficult. Several respondents made notes to that effect, three did not rank the items, and thirty-eight did not follow instructions. General education, job career education, and transfer education emerge, again, at the top of the list.

TABLE 4

FUNCTIONS RANKED BY PRIORITY

Function	Median Rank	% Selecting Priority 1	% Selecting Priority 1 or 2
General Education	1.31	62	80
Job/Career Education	2.28	26	57
Transfer Education	2.25	7	49
Basic Skills	4.16	1	8
Lifelong Learning	4.84	4	5
Student Support Services	5.28	0	0
Cultural/Recreational	6.76	1	1
Other	7.00	0	0

Rating the colleges' performance on each function also proved to be difficult for many respondents. Twenty-one people declined to rate performance. Percentages of those who did rate performance are shown in Table 5.

TABLE 5

RATING OF FUNCTION PERFORMANCE

Function	% Selecting Very Successful or Successful
General Education	75
Lifelong Learning	62
Transfer Education	59
Job/Career Education	54
Cultural/Recreational	41
Basic Skills	29
Student Support Services	26
Other	6

PART III

POLICY

Access

Community participants believe that the colleges should offer remedial courses, but should limit the level below which remedial skills are offered. Fifty-seven percent believe that transfer level courses should be open only to those who possess college level academic skills.

TABLE 6

WHOM SHOULD WE SERVE

	% Agree	% Mixed Feelings	% Disagree
Community colleges should offer remedial courses designed to prepare students for college level work.	63	15	22
Community colleges should not enroll individuals whose academic skills are below the sixth grade level.	73	10	16
Community colleges should not enroll individuals whose academic skills are below the eighth grade level.	57	20	23
Community colleges should not enroll individuals whose academic skills are below the twelfth grade level.	32	19	49
Enrollment in community college transfer level credit classes should only be open to those who possess college level academic skills.	57	15	29

Finance

Community respondents support staff salaries which are competitive with the private sector. They favor a moderate tuition and local control. State funding based on the cost of individual programs received a lower level of support. Business, industry, and community financial support for vocational programs and college fund raising received luke-warm support.

TABLE 7

FINANCIAL ISSUES

	% Agree	% Mixed Feelings	% Disagree
Community colleges should be controlled primarily by local authorities.	73	16	10
State funding for individual instructional programs should be based on the costs of offering these programs.	62	25	10
A quality educational program requires staff salaries that are competitive with those available in the private sector.	79	13	7
Community colleges should charge a moderate tuition.	73	11	15
Business and industry in the community have a responsibility for the financial support of vocational programs related to their special interests.	59	25	15
The community-at-large should be urged to contribute to the colleges through major fund-raising efforts by the college foundation or alumni groups.	51	25	24

Program and Policy

Respondents support the comprehensive nature of program offerings but believe quality offerings should be protected if courses are eliminated. Extra-curricular programs and on-site, user-fee supported programs are perceived as important.

Feelings were mixed on the issue of offering courses which meet demonstrated needs regardless of their cost. This item received the lowest level of support and the highest level of disagreement.

TABLE 8

PROGRAMS AND POLICY

	% Agree	% Mixed Feelings	% Disagree
It is important that our colleges continue to be comprehensive community colleges fulfilling many purposes and needs.	83	11	6
Emphasis should be placed on protecting and improving the quality of programs even if it means reducing the number of programs or courses.	74	17	9
Community colleges should offer on-site, user-fee supported programs to businesses, industries, offices, etc.	65	25	10
If a relatively expensive community college program is meeting demonstrated student/community needs, it should be continued regardless of its cost.	42	37	20
Community colleges should offer extra-curricular programs (athletics, student government, drama productions, concerts, etc.)	67	25	8

PART IV

RESPONSES TO OPEN END QUESTIONS

A series of open-end questions were asked here to elicit responses related to making college programs more responsive to change in the area and the needs of area residents and employers. Some of the major themes which run through the responses are summarized here. All responses are included in the Appendix.

The colleges could be more effective in the community if they were more a part of the community. More surveys of community needs could help. Residents in the mountain and desert communities feel "left out."

Community leaders are aware of the growth potential for the area and suggest that the colleges prepare and plan for increased population and business/industrial activity. The colleges need to be responsive to training and retraining needs of business and should have an aggressive program to meet and serve new business interests.

Respondents do not appear to have a good understanding of the courses and programs which we now offer that support their organizations.

PARALLEL STUDY

A study, conducted in a similar manner using many of the same questions, was done in a community college district of like size and circumstances. Findings from that survey parallel the findings of the present study in many ways. While the percentages varied somewhat, the rankings were the same for sources of information (newspapers, friends and family, and direct mail) and for the evaluations of the functions of community colleges. General education, transfer education, and job/career education were ranked and rated as highest appropriate and priority functions.

Although the questions in Part III were less similar to the present study, selected questions which parallel the present study demonstrate similar results. Respondents favored remedial programs, but suggested a "floor" at the eighth grade level. They felt that transfer level courses should exclude those who don't posess college level academic skills. Similar support was demonstrated for competitive salaries, moderate tuition, local control, the comprehensive mission, and quality programs.

RECOMMENDATIONS

The colleges must do whatever is necessary to raise their profile in the community. Community leaders evidently feel that the colleges do not participate enough in community activities and in contacts with area businesses and industry. The colleges need to emphasize and expand their roles as resources to community and business leaders, to involve community leaders in the decision making processes when appropriate, and to actively encourage them to participate in college classes and activities.

APPENDIX

SAN BERNARDINO
COMMUNITY COLLEGE
DISTRICT

631 south mt vernon avenue • san bernardino, ca • 92403 • ph.(714)885-0231

CRAFTON hills COLLEGE

office of the Chancellor

June 3, 1985

Please participate in this important study of the San Bernardino Community College District. We are in the process of assessing the educational needs of the residents of our district. The results will give us guidance in developing priorities for our instructional programs of the future.

The first phase of this process involves asking you and other community leaders to express their ideas regarding what San Bernardino Valley College and Crafton Hills College should be doing now and in the near future. In this time of serious financial constraint, it is necessary that we examine our mission and goals and make decisions about the allocation of resources. The enclosed questionnaire has been developed so that community leaders may contribute to this planning process.

Kindly take a few minutes to complete the questionnaire and return it to us by June 14, 1985. Because only selected community leaders are being polled, your response is critical to the success of this inquiry. If you have questions about the process or the questionnaire, please contact me at 888-6511, Ext. 101, or the Director of Planning and Research, Dr. Norman Smith (888-6511, Ext. 292).

All responses are confidential. You will note that signing the questionnaire is optional. However, we urge you to COMPLETE AND RETURN IT. Your response and that of others will assist us in making some program projections. Your timely, thoughtful response is essential.

Thank you.

Sincerely,

Richard A. Jones

Richard A. Jones
Chancellor

NS/b
Enclosure

SAN BERNARDINO
COMMUNITY COLLEGE
DISTRICT

631 south mt vernon avenue • san bernardino, ca • 92403 • ph.(714)885-0231

CRAFTON HILLS COLLEGE

office of the Chancellor

June 17, 1985

Please participate in this important study of the San Bernardino Community College District. We are in the process of assessing the educational needs of the residents of our district. The results will give us guidance in developing priorities for our instructional programs of the future.

The first phase of this process involves asking you and other community leaders to express their ideas regarding what San Bernardino Valley College and Crafton Hills College should be doing now and in the near future. In this time of serious financial constraint, it is necessary that we examine our mission and goals and make decisions about the allocation of resources. The enclosed questionnaire has been developed so that community leaders may contribute to this planning process.

On June 3, 1985, we mailed a questionnaire to you. To date we have not received your response. Because only selected community leaders are being polled, your response is critical to the success of this inquiry. Please complete and return the questionnaire by June 26, 1985. If you have questions about the process or the questionnaire, please contact me at 888-6511, Ext. 101, or the Director of Planning and Research, Dr. Norman Smith (888-6511, Ext. 292).

All responses are confidential. You will note that signing the questionnaire is optional. However, we urge you to COMPLETE AND RETURN IT. Your response and that of others will assist us in making some program projections. Your timely, thoughtful response is essential.

Thank you.

Sincerely,

Richard A. Jones

Richard A. Jones
Chancellor

NS/b
Enclosure

THE ROLE OF THE
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

Part I.

1. How many years have you lived or worked in this county?

_____ 0-2
_____ 3-5
_____ 6-10
_____ 11-15
_____ More than 15

2. What is your current occupational affiliation?

_____ Business
_____ Professional
_____ Government
_____ Industry
_____ Service
_____ Community Service Volunteer
_____ Education
_____ Other_____
_____
_____

3. How many people are employed in your local organization?

_____ Less than 25
_____ 26-50
_____ 51-100
_____ 101-250
_____ 250-500
_____ More than 500

4. What is the highest level of formal education you have completed?

_____ Graduate degree
_____ Bachelor's degree
_____ A.A. (2 Yr.)degree
_____ Some college
_____ High school diploma
_____ Less than high school diploma

5. Check all those factors which are true of your association with San Bernardino Valley College or Crafton Hills College.

SBVC	CHC		SBVC	CHC	
_____	_____	Am/have been enrolled for classes	_____	_____	Advisory committee
_____	_____	Family member a student	_____	_____	Reputation only
_____	_____	Attended non-class activities	_____	_____	None

6. What is your current primary source of information about SBVC/CHC?

SBVC	CHC		SBVC	CHC	
_____	_____	Friends/Family	_____	_____	Direct mail e.g. class schedule
_____	_____	Newspaper			
_____	_____	Radio	_____	_____	I have no information
_____	_____	TV	_____	_____	Other_____

_____
_____
_____

Part II.

Community colleges typically have served students in many ways. These are summarized below. We need to examine each from three different perspectives. Please mark all three categories as appropriate.

A In this column please CHECK those items which you consider to be APPROPRIATE FUNCTIONS of a community college. Check as many as may apply.

B In this column please RANK each item in PRIORITY ORDER. (1=highest, 8=lowest) (no ties)

C In this column please RATE THE PERFORMANCE OF SBVC/CHC. 5=very successful, 4=successful, 3=not sure, 2=unsuccessful, 1=very unsuccessful.

	STUDENTS SHOULD BE ABLE TO:	A CHECK	B RANK	C RATE
7.	Obtain a general education (a broad based curriculm leading to the two-year degree, A.A. or A.S.).	____	____	____
8.	Develop job and career skills (through technical-vocational programs).	____	____	____
9.	Take transfer courses in order to continue at a four-year college upon completion of the two-year program	____	____	____
10.	Utilize student support services (counseling, academic and career advising, testing, health and disabled services).	____	____	____
11.	Correct basic academic skill deficiencies which prevent them from doing college level work .	____	____	____
12.	Continue lifelong learning, returning to the community college as needed or desired throughout adulthood.	____	____	____
13.	Participate, along with other community residents, in cultural, recreational and special interests groups.	____	____	____
14.	Other_____			
	_____	____	____	____

Part III

Please use the following scale to indicate the extent to which you agree or disagree with the following statements; 5 = strongly agree, 4 = agree, 3 = mixed feelings, 2 = disagree, 1 = strongly disagree.

15. _____ Community colleges should be controlled primarily by local authorities.

16. _____ State funding for individual instructional programs should be based on the costs of offering those programs.

17. _____ A quality educational program requires staff salaries that are competitive with those available in the private sector.

18. _____ Community colleges should charge a moderate tuition.

19. _____ Business and industry in the community have a responsibility for the financial support of vocational programs related to their special interests.

20. _____ The community-at-large should be urged to contribute to the colleges through major fund-raising efforts by the college foundation or alumni groups.

21. _____ Emphasis should be placed on protecting and improving the quality of programs even if it means reducing the number of programs or courses.

22. _____ Community colleges should offer on-site, user-fee supported programs to businesses, industries, offices, etc.

Community colleges must enroll students who have a high school diploma or who are eighteen years of age or older and can profit from instruction. Questions 23-26 relate to this statement.

23. _____ Community colleges should offer remedial courses designed to prepare students for college level work.

24 _____ Community colleges should not enroll individuals whose academic skills are below the sixth grade level.

25. _____ Community colleges should not enroll individuals whose academic skills are below the eighth grade level.

26. _____ Community colleges should not enroll individuals whose academic skills are below the twelveth grade level.

27. _____ Enrollment in community college transfer level credit classes should only be open to those who possess college level academic skills.

28. _____ If a relatively expensive community college program is meeting demonstrated student/community needs, it should be continued regardless of its cost.

29. _____ It is important that our colleges continue to be comprehensive community colleges fulfilling many purposes and needs.

30. _____ Community colleges should offer extra-curricular programs (athletics, student government, drama productions, concerts, etc.).

Part IV.

31. What suggestions do you have for making SBVC/CHC more effective in meeting the needs of community residents?

_____

_____

32. What major changes do you foresee for our area in the next five years?

_____

_____

33. What recommendations would you make for the San Bernardino Community College District to prepare for this future?

_____

_____

34. What educational programs do our colleges (SBVC/CHC) offer now which support your business or organization? (occupational training, leadership, cultural, etc.).

_____

_____

35. What educational programs could/should we offer which would more directly support your business or organization?

_____

_____

San Bernardino Valley College and Crafton Hills College are your community colleges. There are many activities/events/services in which you may want to become involved.

36. Please put my name on the list to receive schedules or information on:

_____ Sports Events
_____ Film Lectures ( ) SBVC ( ) CHC
_____ Concerts ( ) SBVC ( ) CHC
_____ KVCR TV/Radio guide
_____ Alumni news ( ) SBVC ( ) CHC
_____ Drama Productions ( ) SBVC ( ) CHC

OPTIONAL

Name_____

Address_____

_____

RESPONSES TO PART IV

31. What suggestions do you have for making SBVC/CHC more effective in meeting the needs of community residents?

1. Improved State Funding.

2. Continued Cooperation with Cal-State. - Try to schedule classes at times when students can take them, especially if only one or two sections offered.

3. Get the community leaders involved in class development.

4. Better leadership in governance and administration.

5. Promotion of services via media & solicitation of ideas re: needs.

6. Market individual programs featuring successful graduates.

7. Community Advisory Groups - business, recreation, academic - intern programs.

8. Have a more diverse program at off campus locations.

9. Concentrate on providing programs for those who really want them and are ready to work for them.

10. Perhaps my suggestion is already in effect--recent information in a newspaper article disclosed that junior colleges do not properly prepare and educate students for graduate colleges and universities. If this is an inadequacy, it should be given attention. Suggest concentrated effort be made to counsel high school students and also current SBVC students.

11. More involvement by community in determining program imposed on the college by the state.

12. Survey residents more often to determine their wants and needs.

13. Review SBVC apparent policy which precludes instructors with doctoral backgrounds.

14. Allow for wider use of pool and weight room during summer. Open these facilities to the public early each day, including Saturday and Sunday. A user fee to pay for attending personnel would be permissible.

15. More crime prevention in the parking lots. Expand your computer science programs.

16. Community colleges have traditionally tried to cover too broad a curriculum and serve too broad a population base.

17. Our college opportunities in the Needles Area are practically non-existant.

31. (continued)

18. Put a campus in Needles.

19. Keep involved in local culture, history and the like.

20. Hold some Governing Board Meetings in outlying areas.

21. Off-campus counseling/registration, especially for adults who are deterred by the thought of the on-campus hassle.

22. More extension classes for working people paid for by the continuing education program.

23. Specialize well, don't duplicate.

24. More programs for Needles.

25. Come down out of the academic clouds and join the rest of us.

26. Doing great job now considering economic conditions imposed by state.

27. Provide more relative community activities; launch more effective recruitment programs/or minority enrollment.

28. Hire more and better qualified teachers.

29. Do an assessment of major businesses and organizations regarding most needed and required skills.

30. I don't feel qualified to respond except that some fees should be charged so that the resources are not spent on those who don't value education and are just looking for pastime or entertainment.

31. People should pay minimal amounts for courses.

32. Closer working relations with business and industry and openness in meeting training needs in more timely manner.

33. Make periodical surveys of employment and qualification requirements to fill positions.

34. The college appears to be "run down at the heels" --image needs to be enhanced.

35. Develop an admission examination for all degree studies to determine enrollment.

36. Identify what the needs are.

37. More communication (or better) with the public regarding classes that are available.

31. (continued)

38. Know what the needs are (I don't know how you would make this assessment of needs).

39. No current contact as basis for answer.

40. Trustees should be involved in a community needs assessment process to better set policy. They're too bogged down with administrative review.

41. Expose the local public to the great programs available at both our community colleges (press-local-TV-open houses).

42. Most programs should be oriented to teaching career skills.

43. For SBVC, it adequately meets the needs of the community residents in San Bernardino.

44. Utilize senior citizens with expertise for extra curricular activities. You save on expenses and help them.

45. More awareness to high school students and citizens through the TV media and newspaper/radio.

46. Better local campus (Big Bear).

47. Continue the survey to area residents and students to determine needs. Work closely with the university system to maintain quality academic programs. Contact business to ascertain how CHC can support them.

48. "Professional" students should be discouraged by having definite objectives.

49. Establish task force in each community served,search out the needs (solicit input from business & citizens) and develop a master plan (modified on timely basis) that meets the college's statement of overall goals and objectives.

50. More emphasis on electronics, mechanics (auto), aircraft trades and computers.

51. Provide marketable skills for students relating to available jobs in area.

52. Turn out good students.

53. Ccntinued flexibility and awareness of changes.

54. Invite selected community members to a meeting or forum to voice their concerns, help determine local needs.

55. Need business community advice on job training that fits the market place.

31. (continued)

56 Improve reputation--is now seen as a glorified high school.

57. Study such as this to get community input.

58. School of nursing at CHC?

59. Expansion of marketing techniques - services available, criteria required, etc.

60. A pool similar to this in the newspapers.

61. Make most programs self-sufficient.

62. More outreach programming.

63. Good morale of faculty, more billing to community.

64. Only aware of SBVC programming; SBVC appears to be an extremely qualified institution.

65. Not well enough acquainted with programs.

66. Class to be limited in enrollment.

67. Get the community involved in SBVC/CHC...work with the community.

68. Become more community orientated and be an integral part of everyday life in the community.

69. Close articulation with other educational institutions - H.S., R.O.P.'s - extension of continuing programs.

70. Take-over the union apprenticeship program.

71. Make more information about classes and programs available to the public.

72. Accept only those students capable of doing college work--test first.

32. What major changes do you foresee for our area in the next five years?

1. Growth.

2. A great influx of people - many employment opportunities.

3. Rapid population expansion.

4. Larger population--more minorities--especially Chicanos--and Asian. Light manufacturing industries and more service jobs.

5. Foundations play a larger part in class funding. Drop of the remedial programs.

6. Population growth--more Hispanics in the area.

7. Campus contacts in area High Schools falling through lower enrollment

8. More people - more high tech education needed.

9. Restricted enrollment to college level students.

10. Rapid growth, need for retraining agricultural and heavy industry workers, emphasis on service industries.

11. Expanded growth in 30-40 year old group.

12. Major growth, along with increasing hispanic population.

13. Increased population.

14. Rapid growth in population.

15. Tremendous growth--more students--greater need for educated citizens to keep up with all the changes around us.

16. Rapid housing growth with more or a higher number of students going to CHC.

17. Growth.

18. Increased enrollment.

19. Extensive major economic developments such as Orange County has experienced.

20. The growth is going to be wild.

21. Increased population growth and development.

22. I foresee a large population increase in the Needles Area and hope to see more "higher education" available

32. (continued)

23. More demand for adult classes and seminars.

24. More industry will be moving into the area, and the job market will be able to accept more technically trained persons.

25. Substantial growth.

26. Growth.

27. More high tech jobs - migration of better educated people.

28. Urban growth, more minorities and young families moving in, new high tech industries and more heavy industry.

29. Increase in light industry.

30. Increased population, much of it long-distance commuters. A greater need for job-creating efforts, and for job training.

31. Tremendous growth.

32. More people, more need for all programs.

33. Substantial growth--diminishing agriculture--bedroom area for Orange/L.A.--light industry growth.

34. Electronics.

35. Funding will be harder to obtain.

36. Population increases, major change from labor intensive to service/technical employment needs.

37. There will be considerable population growth due to the development of many new factories in the Devore area.

38. Obviously growth in population, but other trends not yet clear to me.

39. Tougher to get jobs. Must be qualified--need training.

40. Extensive industrial development.

41. More need for skilled and semiskilled persons to be prepared for growth in our area.

42. More vocational training.

43. Growth and greater need for the community colleges.

44. A need for programs geared to a person's real knowledge, not years spent in school.

32. (continued)

45. Population growth. Greater need for thinking young people to enter the job market.

46. Junior college will grow stronger as four year schools become too expensive.

47. Growth

48. Growth

49. Growth overall net at 2% year average.

50. Growth in population.

51. Same (no current contacts as basis for answer).

52. New economic growth will require a better quality of worker. Higher standards are needed.

53. Greater population, more unemployment, hence greater need for education in both academic and vocational fields.

54. Costs rising for education.

55. A greater influx of less educated and less skilled workers with a need to improve.

56. Major economic growth with hopefully new industry causing this growth.

57. The population is moving away from Orange County. We will have double population in 10-15 years.

58. A large increase of people and growth in commerce thus, an increase in enrollment for SBVC/CHC.

59. Cooperative effort with B & I will improve.

60. Greater need - growth.

61. Continued growth in the area will create many challenges and opportunities. Enrollment will increase.

62. More high tech courses, writing technical data, computer applications will become more important.

63. Extended growth.

64. Population increase establishing positive changes to employment center.

32. (continued)

65. Population increase establishing positive changes to employment center.

66. Increase in populatioin. Increase in service type jobs.

67. Continued growth.

68. Rapid growth.

69. Much larger population.

70. Growth in housing stock, population and business and industry.

71. Increased population; new diversified industrial, commercial growth.

72. More people.

73. Many new vocations not now in area.

74. More community college needs because of the more academic university requirements.

75. Population growth--industrial growth not keeping pace with population growth.

76. Major increase in population and demand on educational programs.

77. Population growth.

78. Rapidly increased growth.

79. Greater emphasis on skills/occupational training.

80. Growth--more toward bedroom community.

81. A big demand on the participants in programs paying for the programs.

82 Ethnic population growth.

83. Looking at the growth of the city, I believe the community college can be of great service.

84. More electronic and pre-medical programming.

85. Increased population--more demand for catch-up courses and computer requirements.

32. (continued)

86. At SBVC will have to be update for the growth of to community.

87. Extreme growth in both business and population.

88. Continued growth.

89. Growth in population and economic development

90. Significant growth.

91. Growth--would like to see more vocational skills courses.

92. More vocational education.

93. Population Growth

94. Attracting more varied business & industry.

95.. Prepare students for more up-to-date technical training on new equipment. (i.e. computers)

96. Continued growth--greater need for vocational/academic skills.

97. Population growth, increased housing cost, increased income.

98. I think we will have more people moving into the area--which will add more students.

33. What recommendations would you make for the San Bernardino Community College District to prepare for this future?

1. Be aware and plan for growth.
2. A better lobby to get a fair share of lottery money.
3. Insure that we limit program to real need program for earning skills. Not wave making, etc.
4. Coordinate ed. efforts with other educational institutions with community agencies and industry.
5. Work closer with the Administration and Faculty to better serve the schools.
6. Planning with the Board by Administration a weekend to hammer out other directions.
7. Reverse trend of question #32--enrollment of community colleges lacks aggressive recruitment.
8. Get more involved in growth related community problems.
9. Reduce staff & support services to match to demand and funding programs.
10. Look toward enlarging overall programs in our area.
11. Be prepared to grow with the area. You may need another campus.
12. Establish satelite programs in local communities utilizing existing elementary, junior high and high school facilities.
13. SBVC should prepare for increase in attendance..
14. More advisory sounding boards and then implementation of their "advise."
15. Communicate with the local high schools as well as the adult schools to adjust to these students future needs.
16. Broaden the scope of course offerings.
17. Business and industry need trained people - both - academic and vocational. The time is NOW.
18. Plan for future expansion now.
19. Set high minimum standards for entry and consult the commercial/industrial sector for guidance in curriculum to fit future needs.

33. (continued)

20. I don't know what the answers are, but I do know that my wife had to attend Mohave Community College (Arizona) to take the courses she needed for her AA.

21. You might offer some seminars in the outlying areas.

22. Greater emphasis on technical job skills at the A.A. level.

23. Long range planning.

24. Meet with all new industry locating here.

25. Offer more courses for people to take advantage of such growth and learn how to control it.

26. Job related training.

27. TV class increase at odd hours, community planning involvement, more job-training programs.

28. To obtain whatever state funds necessary to keep your level of education high.

29. Computer related.

30. Community colleges must decide if they are going to be a mini university, a community enterprise.

31. More technical courses, active recruitment and financial aid for minority, youth retraining of local labor force curriculum.

32. Start preparing for more class rooms and teachers to handle the population growth.

33. Get involved in economic development on local level; city, county and southern area.

34. Tougher budget - get rid of fluff courses.

35. Develop the flexibility to assist industry on training individuals in short time frame based on company needs not college ADA needs.

36 Courses that will meet the new fields in the market world.

37. Survey of career goals of local high school students who intend to enroll at SBVC.

38. Growth with the population increase.

39. Surveys such as this will help educators determine the needs.

33. (continued)

40. Don't know.

41. Might study what business or industry would benefit from college facility uses and attract some joint projects (R and D) (specialized training) etc.

42. Determine future industry needs and design compatible educational programs.

43. Involve the community in fund raising to insure student enrollment, adequate pay for our great teaching and administrative staffs.

44. Tuition for individual classes should reflect costs of programs and change accordingly.

45. Encourage alumni who have achieved success in careers etc. to advertise how SBVC/CHC helped them become successful and thus motivate others.

46. Keep abreast of the type of industry indicated for the area and plan accordingly.

47. Be flexible. That is hard on pre-planning. How about grants from Gannet and other private enterprises.

48. Prepare for broad based two year degree curriculum job and career skills.

49. Continued involvement in the community.

50. Maintain existing quality programs so that they can be the base for future growth.

51. Add the courses required for above.

52. Meet with economic development officials and chambers of commerce.

53. Review vocational courses to determine whether jobs will be available. Prepare to change.

54. Concentrate on Basic Education.

55. More involvement by community leaders - perhaps an advisory board.

56. Work with local community leaders and other community colleges to coordinate services resources.

57. Plan ahead - budget - allow for increased enrollment.

58. More diverse population and diverse needs to be met.

33. (continued)

59. Prepare technical/vocation courses in areas of jobs not necessarily found in the community.

60. I presume this is being allowed for in your planning.

61. Increased population will require expansion.

62. Inventory of current level/quality of services being offered.

63. Unknown.

64. Start charging tuition.

65. Give greater meaning to Affirmative Action.

66. Improve adm. grounds and interior of all buildings.

67. Acquire and maintain highly qualified staff.

68. You must have personnel, committees, etc. to review this.

69. Young staff, more fund raisers.

70. Be sensitive to the job needs in the area.

71. As mentioned before - prepare for growth.

72. Get more political.

73. To have the classes and programs required to meet those demands of a growing community.

74. Lease modern equipment from business or industry for instructional purposes.

75. Maintain and improve the most needed programs.

34. What educational programs do our colleges (SBVC/CHC) offer now which support your business or organization? (occupational training, leadership, cultural, etc.)

1. Occupational courses.
2. Transfer program for future teachers, training for office staff--classes for high school graduation and/or advancement.
3. Bring more JTPA training into the Voc Ed area.
4. Leadership.
5. Restaurant related courses--business.
6. Entry point for future teachers.
7. Fire training, paramedics, secretarial, gen. ed., etc.
8. No special programs, however normal class, i.e., accounting and bookkeeping.
9. I am not familiar with your curriculum.
10. SBVC offers a good curriculum--as mentioned above--just needs to encourage enrollment through public info services.
11. All general education supports every business. Accounting and busines and psych. are helpful in our banking business.
12. Occupational training (clerical).
13. Occupational - Leadership
14. (To a minor degree:) Public Administration. Need more courses in P.A. and Government.
15. Occupational training - classes in the real estate related fields.
16. Computer science, accounting, math.
17. Welding and auto repair classes.
18. Fire training courses.
19. Nursing.
20. State required real estate courses.
21. SBVC Broadcasting courses.
22. ? (radio/TV).

34. (continued)

23. Journalism/communications.

24. Writing, computer classes, many others.

25. Training.

26. Computer science, administration of justice.

27. At present time - none are available to assist this business.

28. None, except para-legal program, if you have it, and office skills training.

29. Real estate, construction, cooking.

30. Occupatioinal training to the degree they are flexible.

31. Vocational training.

32. Several

33. Police Science.

34. Computers, occupational training.

35. Almost all courses will benefit my profession.

36. Occupational training - continuing education.

37. I work for a four year educational institution.

38. Unfortunately, you do not offer a para-legal program to my knowledge. Please continue to assist all students, especially Hispanics, to master English skills.

39. Accounting and business classes.

40. Do not know - presumably secretarial and para-legal and also construction management skills.

41. In 1983-84, through a contract with San Bernardino County, Department of Manpower Services, economically disadvantaged individuals were being trained in food processing, automotive and welding. However, due to a reduction in funds, a 1985 contract does not exist.

42. Political Science, Leadership.

43. Business, maintenance skills, accounting, public speaking, pre-engineering--TV/radio, homemaking.

44. Real estate--banking.

34. (continued)

45. All business related classes assist our organization as well as some technical programs.

46. Limited real estate courses. Quality of life courses help us all.

47. Financial and real estate classes.

48. Occupational Training

49. Accounting, typing, computers, business, math.

50. Real Estate courses.

51. Cultural, occupational training.

52. Business Courses, Computer Courses.

53. Engineering, surveying.

54. Occupatioinal training.

55. Certificate Programs.

56. Pre-nursing courses in math, science

57. Would like to see graduates who can think by themselves rather than be always told things to do.

58. Occupational Training for Banking

59. Certificate programs.

60. Political Science & Economics.

61. None--but am sure many businesses benefit from your efforts, especially in this area.

62. Leadership/occupational training.

63. Occupational training.

64. All.

65. History social concerns classes, fine arts classes.

66. Computer/word processing, business skills.

67. Real Estate Classes.

35. What educational programs could/should we offer which would more directly support your business or organization?

1. Unknown.
2. A good general education in basics.
3. The Voc. Ed. could have a closer articulation with the high school programs.
4. Faculty development leadership training.
5. Open to survey.
6. Would take more careful thought.
7. Special courses relating to banking i.e., bank operations.
8. Graphics arts, printing, etc.
9. Shoe repair.
10. We find a need for business oriented workshops/seminars. There is a strong need to develop small business. Do you already offer courses to develop professionalism?
11. More marketing and customer relations courses.
12. Occupational.
13. Government/Public Administration.
14. Classes relating to real estate investments.
15. Graphic Arts Dept.
16. I don't know unless doing away with antiquated government courses and moving into late 20th century government and political processes.
17. How about "accounting and bookkeeping for small business?"
18. More apprenticeship programs.
19. Research, telecommunications, speech, drama, management.
20. Credit for on the job training.
21. Worth study and discussion -- photography review course at the right time a possible help.
22. Photography.
23. I would not try to compete--find other needs not being filled.

35. (continued)

24. Computer classes.

25. Better graphics and printing, community college can not teach journalism, they don't have the resources.

26. General Education Classes.

27. This is something that I plan to discuss with your curriculum coordinator.

28. Para-legal, if you don't already have it.

29. Business - Management - Construction.

30. Those courses that broaden the ability of expression and provide skills for the rendering of quality services to residents.

31. Communications skills - creative, technical and business.

32. An M.B.A. open to anyone who can pass entrance exams regardless of formal education.

33. Communication skills are drastically needed! Average student--even Valley grads--cannot write English language.

34. Environmental design.

35. Some legal issues courses--current case law affecting business practice and operation.

36. Transfer centers, staff faculty, exchanges, more frequent communication.

37. Analyzing Financial Statements--on a regular basis--Money and Banking--Certified Financial Planning.

38. Life experiences for credit like Johnson's college. You can do it. There is a lot of untapped talent out there.

39. Local Government, Business, Pre-Engineering, Pre-Law, Heating/Air Conditioning, Finance.

40. All required college-level real estate courses.

41. Accounting and tax courses, secretarial (typing and shorthand), also personal computer classes.

42. Computer, accounting, electronics.

43. Basic Education.

44. LVN to RN conversion on a part-time basis.

35. (continued)

45. Educating students and the community in general of the high cost construction - fees, etc.

46. More frequent classes of in-depth computer training, such as D-Base manipulation/programming, etc.

47. Management, marketing, sales.

48. Independent study in business.

49. LVN Program.

50. School of nursing?

51. Retail trade, cash registers, invoicing, change making, upselling.

52. Increase outreach program opportunities.

53. Banking, human development.

54. None; current programs adequate.

55. Mortuary Sic. - On the job training.

56. Add'l specific courses in Banking.

57. Please check with our County Personnel Department - 383-1390.

58. I am in the travel industry--course of travel industry agents might be considered.

59. You are meeting my needs.

60. Effective volunteer training for those wishing to benefit a community.

61. Continuing Education for license renewal.

Note: Answers to the questions in this section were typed as written--no editing.

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